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ABSTRACT

Strategies for implementing changes that will improve the effectiveness of teacher education are discussed. These include: (1) redesigning curriculum by incorporating entrance and exit criteria and a performance-based emphasis, allowing for continuous assessment of the effectiveness of the curriculum and ensuring a more individualized and personalized approach to instruction; (2) expanding field experience services by allowing for a more extensive internship, as well as by implementing early field experience programs; (3) careful selection, training, and rewarding of cooperating teachers; (4) seeking external funding opportunities to assist in support of program development, faculty/staff renewal, and purchasing of instructional materials/supplies/equipment, and travel funds; (5) expanding linkages and collaborative partnerships, teacher-professor exchanges, cooperative inservice programs, and team teaching efforts between university and school faculty; and (6) developing international programs and encouraging traveling, working, and/or studying abroad. Concluding remarks emphasize the importance of interdisciplinary studies linking talent and resources within and across departments. (JD)

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BEYOND THE CROSSROADS:

CHARTING THE FUTURE

by

Alan H. Wheeler, Dean

Initial Address to Faculty
of the
College of Education and Behavioral Science
Southeast Missouri State University
September 5, 1985
Draft

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Second Draft, November, 1985

SP027 142

INTRODUCTION

I am pleased to be the Dean of the College of Education and Behavioral Science at Southeast Missouri State University. This is a lively and interesting professional community with a clear sense of purpose and an evident commitment to quality. Under the leadership of President Stacy, our Provost, Dr. Cochran, and Dean Holt, now Associate Provost Holt, a College has evolved that deserves to be proud of its past and is poised for continued excellence in the future.

Although I have not met all of you yet, I have been impressed with the fact that this is a university that is serious about its mission. Even though few things will come again as easily for higher education as in the 1950's, 60's or even 70's, there is more commitment to the future here than I have experienced on other campuses in the last few years.

I would not pretend to pose as an expert on this College or the University. The short time I have been here can be measured in days and hours rather than months and years. However, as we look to the future together there are priorities that need to be identified. I welcome the opportunity to be able to share some of my thoughts today, about the future and our priorities.

ESTABLISHING PRIORITIES

As we plan the future together, we shall have to plan

carefully. We must know more about ourselves, our effectiveness, and our resources. Our planning process must be capable of producing tough decisions related to the critical needs of the changing society we seek to improve through education. In this process, we must engage a broad range of constituents in planning our College's mission, priorities, and directions.

A recent study by the RAND Corporation, "Implementing and Sustaining Innovations" determined that teacher education can achieve better results from its efforts if it is school based rather than campus based. Reports from the Southern Regional Education Board and the National Commission on Excellence in Education, to mention a few, have emphasized the need for teacher education programs to provide increased opportunities for preservice teachers to study and practice the skills and knowledge associated with teaching in field based settings. Theodore Sizer, former Dean of the Harvard Graduate School of Education, underscored the need for teacher education programs to revise their thinking in his address to the American Association of Colleges for Teacher Education. Sizer indicated that colleges of education will "wither away" if teacher educators do not "shed themselves of the putatively important trivialities of their overbureaucratized profession and engage themselves more imaginatively, thoughtfully, and resourcefully in the task of creating a

modern education system."

Corrigan (1978) has indicated that:

> a major purpose of education is to investigate basic educational questions: Discover new facets of teaching, learning, administering and counseling; Apply research findings in a variety of educational settings; and Synthesize the results of scholarly investigation in ways that are useful to professional practitioners. Any educational improvement strategy for the future recognizes the fact that schools, other educational and community agencies, and colleges themselves, are interrelated components of a single educational system. The disconnected approach we have supported in the past must be replaced with new Partnerships.

As we know, change in teacher education has been slow, if near nonexistent, for a number of years. In reviewing the literature, one finds that historically many change-oriented programs have failed. Some have floundered, and only a few have been successful. In this light, it appears that what is needed is a fresh perspective on who should be involved and how it should happen (Wheeler, 1984).

Ravitch (1983) indicates:

> The distance between where we are now and where we might be in the year 2000 is great, but this distance is not beyond our capacities to span. Probably the greatest obstacle to achieving lasting reform is, paradoxically, the tendency of reformers to scoff at piecemeal change. Experience suggests that small changes are likely to be enduring changes. Getting there--that is, achieving the highest potential--is first of all a matter of setting our sights and then of devising a series of small moves in the right direction. Better teachers, better teaching, better administration, better textbooks, better curricula, higher aspirations. The Tao says, "A journey of a thousand miles must begin with a

single step." We know which steps to take, our problem will continue to be--as it has always been--reaching agreement on where we want to go.

In its report to the Southern Regional Education Board, the Task Force on Higher Education and the Schools offered twenty-five recommendations which comprise "those school-college matters most worthy of attention by both political and educational leaders at this time. Their implementation, of course, will depend in large measure on continuing and expanded cooperation among all sectors of education." During the past five years, several state and national professional organizations have sought answers to many of the contemporary problems of education. One of the more interesting results of these efforts has been the identification of several needs which parallel many of the SREB Task Force recommendations, including the following broad areas:

1. Development of more rigorous requirements for admission to teacher education programs;

2. Identification and implementation of exit criteria as prerequisites for graduation and /or certification of preservice teachers;

3. Improving the quality of and expanding the requirements for field based experiences in teacher education programs;

4. Developing viable linkages (partnerships) between the public schools and higher education to improve the work of both sectors (SREB, 1981).

The position paper, Teacher Education at the Crossroads, developed by Dr. Cochran speaks definitively to each of these

issues. It is our task to develop the strategies to implement effectively these mandates for change. In this process I propose that we need to:

1. Redesign our Curriculum;
2. Expand our Field Experiences Component;
3. Rethink the Selection and Training of and Reward System for Cooperating Teachers;
4. Emphasize Further the Development and Implementation of Workshops, Seminars, and Institutes;
5. Develop External Funding Opportunities;
6. Develop New Linkages and Collaborative Partnerships with our Public School Colleagues and Business and Industry;
7. Implement International Programs.

I would like to speak briefly to a few of these initiatives that will guide our work together this year.

CURRICULUM REDESIGN

I am well aware of some of the curriculum changes that many of you have already initiated within your departments as well as the upgrading of the admission standards for entrance to and graduation from our Teacher Education Programs. You are to be commended for those efforts.

The redesigning of our curriculum that I am suggesting incorporate entrance and exit criteria and a performance based emphasis. This system allows for continuous assessment

of the effectiveness of our curriculum and ensures a more individualized and personalized approach to instruction for our students. Aside from my philosophical commitment, it makes good sense to have our curriculum consistent with the mandated performance based teacher evaluation design authorized by the Missouri State Department of Education.

EXPAND FIELD EXPERIENCE SERVICES

Consistent with the literature and research on the value of field based programs, the NCATE Redesign, and my own commitment to allow students a more extensive internship, I am recommending a four year field experiences program beginning with the Freshman year through the Senior year of a student's preservice professional experience. In this regard, I am suggesting an early field experience program in the Freshman and Sophomore years which would be, in part, an extension of our present course entitled ED-250. During the first and second years, our early field experiences program would entail observation and participation in a variety of educational and/or non-school settings. This will allow our College to begin an early assessment of the effectiveness of our students as they move through their program. It will also allow students an early choice of his/her desire to be a part of the teaching profession. Following these first two years, the students would move into pre-student teaching followed by an expanded student teaching program during the

Senior year. I am recommending that this expanded student teaching program be a semester in length and would incorporate a variety of field placements which would enhance further the students' experience and effectiveness when they enter the field of teaching upon graduation. By implementing this early field experiences program coupled with the pre-student teaching and expanded student teaching programs, we will have a greater opportunity to continually assess not only the effectivenss of our students, but it will also provide us the opportunity to screen out ineffective students prior to actual student teaching placement. Hopefully, this would eliminate the need to deselect students during a very crucial and important part of their pre-service teacher education experience (Wheeler, 1984).

SELECTING, TRAINING AND REWARDING COOPERATING TEACHERS

The traditional student teaching supervision model employed in most states is inadequate. This reality exists largely because of the inability of colleges and universities with teacher preparation programs to control the selection and training of cooperating teachers who supervise our students, and partly due to the minimal remuneration provided for this important service.

I submit to you today that the most reliable research findings available reveal the ostensibly-important student teaching process as that which typically serves to socialize

teachers to a "practicality ethic where survival concerns dominate" (Joyce, 1984). Those who serve as cooperating teachers too often do so either because it is their turn or because of the assistance a student teacher can provide the classroom teacher. That which the student teacher has been prepared to do is subjugated to the classroom habits developed by the more experienced teacher; and the neophyte is gradually molded to fit the cooperating teacher's teaching style. Teacher education programs are then judged by graduates and critics as having prepared students poorly for the "real classroom." The continuing inability to link college course work to practice experiences, so that novices can apply what they have learned in classrooms, is a persistent problem deserving solution beyond the mere change of a faculty/student teacher ratio (VACTE, 1985).

As Bowen indicates in the VACTE position paper, Thought Into Action, criticism of the student teaching experience is one with which many teacher educators and classroom teachers will take issue, as you might suspect, for it is an indictment of the most sacrosanct part of our generally-maligned teacher education programs in higher education. Both surviving student teachers and experienced teachers tend to acclaim student teaching as the most worthwhile part of their professional programs. Given the importance of survival, student teaching is successful; but if the preparation of a profes-

sional who can successfully select and employ a variety of teaching styles is our primary goal, then teachers and teacher education communities must first admit to inadequacies in the preparation of beginning teachers.

Specifically, this past year, the Virginia Association for Colleges of Teacher Education endorsed a model involving clinical faculty who hold appointments with both a college or university and a school division. This model would enable teacher education units to select and utilize the most outstanding practitioners for the cooperating and supervisory functions. The model will have a research component built into it that will serve to develop better knowledge about the induction phase of student teaching. It would involve cooperating teachers who hold clinical appointments with our College much as we do in other fields. They would receive intensive supervisory training by the College of Education and Behavioral Science and would be eligible for some of the benefits professors enjoy. They would, in effect, be college faculty and have rights and responsibilities associated with the position and would receive a respectable financial reward for participation. The role of full-time college faculty would be that of general manager, facilitator, and partner. Their responsibility would be the very important one of providing a linkage between the college program and the world of practice. (VACTE, 1985).

A primary operational difference between present practice and the model I am discussing is in the ongoing demonstration/practice/feedback/coaching pattern that cooperating teachers would learn to apply during their initial training. The college supervisor in traditional programs has difficulty applying this pattern, given the limited amount of time that is available for site visits. A professor who supervises student teachers is able to spend no more than a few hours a week with two students, whereas a trained cooperating teacher could supervise a student for the entire student teaching experience. What is essential, as stressed in the beginning, is that a supervisor do what is known to be appropriate in the development of an effective leader; in other words, systematically coach student teachers as they practice multiple teaching styles (VACTE, 1985).

EXTERNAL FUNDING OPPORTUNITIES

The conceptualization of a grant proposal, the research and writing entailed to develop a "fundable" piece of work, and the personal contacts needed in support of the effort are equal, in my estimation, to published articles and/or other manuscripts. More importantly, external funding assists the institution and the particular academic unit in support of program development, faculty/staff renewal, and purchasing of instructional materials/supplies/equipment, and travel funds that are generally inadequate through internal budgeting. I

would like you to know that I am supportive of these efforts and my office will be totally facilitative in your efforts to secure funds from both the public and private sectors.

NEW LINKAGES AND COLLABORATIVE PARTNERSHIPS

Some examples of the kinds of linkages and collaborative partnerships that interest me are those with public school divisions. Specifically, teacher-professor exchanges, co-operatively developed inservice programs, utilization of teams for the supervision of students in field based activities, team teaching efforts between university and school division faculty and university-based educators and school based educators working together to develop and teach courses in preservice education, and assessing their effectiveness, are what is needed to demonstrate our commitment. In this regard, I would like to establish a partnership between the College of Education and Behavioral Science and a selected high school and a selected elementary school beginning this Spring semester.

INTERNATIONAL PROGRAM DEVELOPMENT

Traveling, working, and/or studying abroad has a number of advantages. First, it broadens the outlook of the person involved in the experience; whether it be social, political, educational, or recreational. Second, it affords one an opportunity to view other cultures and peoples in their indigenous environment. Third, it allows for an exchange of ideas

and philosophies. Fourth, it adds a new dimension to one's life in being able to share one's thoughts and feelings with others of a different culture. Finally, it permits educators an opportunity to compare their educational system with that of another country.

UNESCO has pointed out that those who participate in study abroad programs are generally:

1. More tolerant in their acceptance of people who differ from themselves.
2. More fully aware of significant intercultural contributions to the life of the twentieth century.
3. More frequent and more active participants in internationally oriented activities, both politically and culturally.
4. More inclined to endorse policies which promote the freer exchange of ideas, goods, and people among countries (Vogel, 1978).

It should be pointed out that academic programs in higher education should contain courses and experiences which provide opportunities for students to develop a true understanding of and appreciation for the significance of multiculturalism. The urgency of this matter has been addressed by the President's Commission on Foreign Language and International Studies, international organizations such as UNESCO,

and accrediting agencies for teacher education programs in the United States. Education viewed from a global perspective calls for a commitment from teacher education and higher education to use its resources in contribution to the improvement of education worldwide. Such commitment implies:

- an institutional commitment to include international education as an integral and recognized part of the institution's ongoing programs at every age level;
- the development of relationships with other educational institutions around the world; and
- international cooperation to broaden educational opportunity and redirect education toward achieving national, economic, and social development goals.

International education should be a high priority of modern institutions of higher education and specifically for teacher education. The achievement of a global perspective demands a vision that transcends national and cultural differences. All humanity is a single species, on a single planet, sharing a common future. To mold this common future is today's educational imperative (AACTE/ICET, 1983).

ORGANIZATIONAL CONTEXT FOR IMPLEMENTING OUR INITIATIVES

Faculty, students and programs are assigned to departments for the purpose of carrying out teaching, research and personnel preparation in specific areas of educational inquiry.

Inquiry involves seeking new knowledge, and new ways of using knowledge to improve practice. A college can be de-

scribed as a number of centers of inquiry. The faculty and students in each department, or center of inquiry, study specific aspects of education and thereby contribute an essential component to the study of the total field of education represented in the combined departments of a college. Interdisciplinary studies which link the talent and resources within and across departments are likely to be the most significant and likely to have the most impact on the education profession and society because they integrate several dimensions of the total educative process (Corrigan, 1980).

Corrigan further indicates that,

> it is this linkage system facilitated by the organizing theme of "educational inquiry" that produces a united goal-directed college rather than a conglomerate of separate, discrete units. The comprehensiveness and quality of the teaching and scholarly activity produced and the educational leaders prepared are enhanced by an interdisciplinary emphasis.

It further allows faculty to begin to think beyond "their" department and begin to conceptualize the need to think in terms of what is best for the College and University.

I want to emphasize that fields of educational inquiry appropriate for a college are, in part, based on the premise that education is a life long process. The need for this broader interdisciplinary, interdepartmental, approach is self evident when some of the current areas of study and policy analysis are listed: (1) education in non-school settings, (2) multicultural education, (3) international educa-

tion, (4) technological literacy, and (5) special needs programs; handicapped, gifted and talented, bilingual, aging, to mention a few (Corrigan, 1980). All the departments of our College have contributions to make in this regard.

OUR STUDENTS

Before concluding this discussion of the future, I want to share a continuing concern for our students. We must be sure that our students be active participants in the affairs of the College. Students who are being educated for leadership must have the opportunity to practice leadership in their own intellectual lives, evaluate their own education, and suggest alternative ways to improve their programs.

CONCLUSION

In conclusion may I say that, although I support and encourage interdisciplinary efforts, I also recognize the value of autonomous programs. Although interested in facts, I feel I am more interested in possibilities such as new projects, things that have not yet happened but might be made to happen, new truths that are not yet known but might be found out, and above all, new possibilities for people and programs.

As your dean, I would like our work together to be characterized by two guiding concepts. Concepts that were proposed by Corrigan in his initial address to faculty at Texas A & M in the Fall of 1980.

1. Mutuality--a sense of working together to produce something that is better than an individual or group could produce alone. This concept surpasses collaboration, consensus, or compromise. Mutual environments are characterized by support for untried ideas, and support colleagues who propose challenging ideas. Mutuality is necessary to achieve a purpose-oriented professional community capable of creating the future.

2. Generativity--developing a sense of caring for that which we create. Erikson reminds us that generative environments are characterized by qualities of hope, the capacity to act within limitations, purposefulness, the freedom to be responsive, and a sense of competency and confidence. But most importantly, the mature person, institution, or profession is characterized by a capacity to care for what it produces. Concern for quality pervades the generative environment (Corrigan, 1980).

Learning is a serious activity, but it does not have to be bland or lacking excitement. There is no place in the world which can generate as much excitement as a lively faculty within a College that is interested in the future. To assure the future, I suggest that we need to plan together and manage rigorously to establish high goals for ourselves, develop needed partnerships with our public school colleagues, open avenues of cooperation with business and industry, and nurture the excellent reputation this College has developed over the years and build on that reputation to continue to move the College of Education and Behavioral Science to a position of regional and national prominence.

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CRITICAL EVENTS
Revised

September

Topic/Activity — "Beyond the Crossroads: Charting the Future." Presentation to Faculty

Presenter/Facilitator — Alan H. Wheeler, Dean College of Education & Behavioral Science

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Topic/Activity — Selection of Task Force Membership (College Faculty, Students, Public School Personnel)

Presenter/Facilitator — Dean, Chairmen, and Directors

October

Topic/Activity — Workshop/Advance To Begin Discussions Of Identified Priorities By Task Forces

Presenters/Facilitators — Dean and External Facilitator, Dr. Robert Carlson, Professor College of Education & Social Services, University of Vermont

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Topic/Activity — "Teacher Education's Unfinished Agenda"

Presenter/Facilitator — Dr. Dean C. Corrigan, Dean College of Education Texas A & M University

November

Topic/Activity — Appointment of Dean's Advisory Council

Presenter/Facilitator — Dean

CRITICAL EVENTS

January

Topic/Activity	"Developing Global Perspectives for an Interdependent World"
Presenters/Facilitators	Dr. Gerald Stockdale, Principal West Glamorgan Institute of Higher Education Swansea, WALES Dr. Frank Klassen Executive Director International Council on Education for Teaching and Associate Director, AACTE

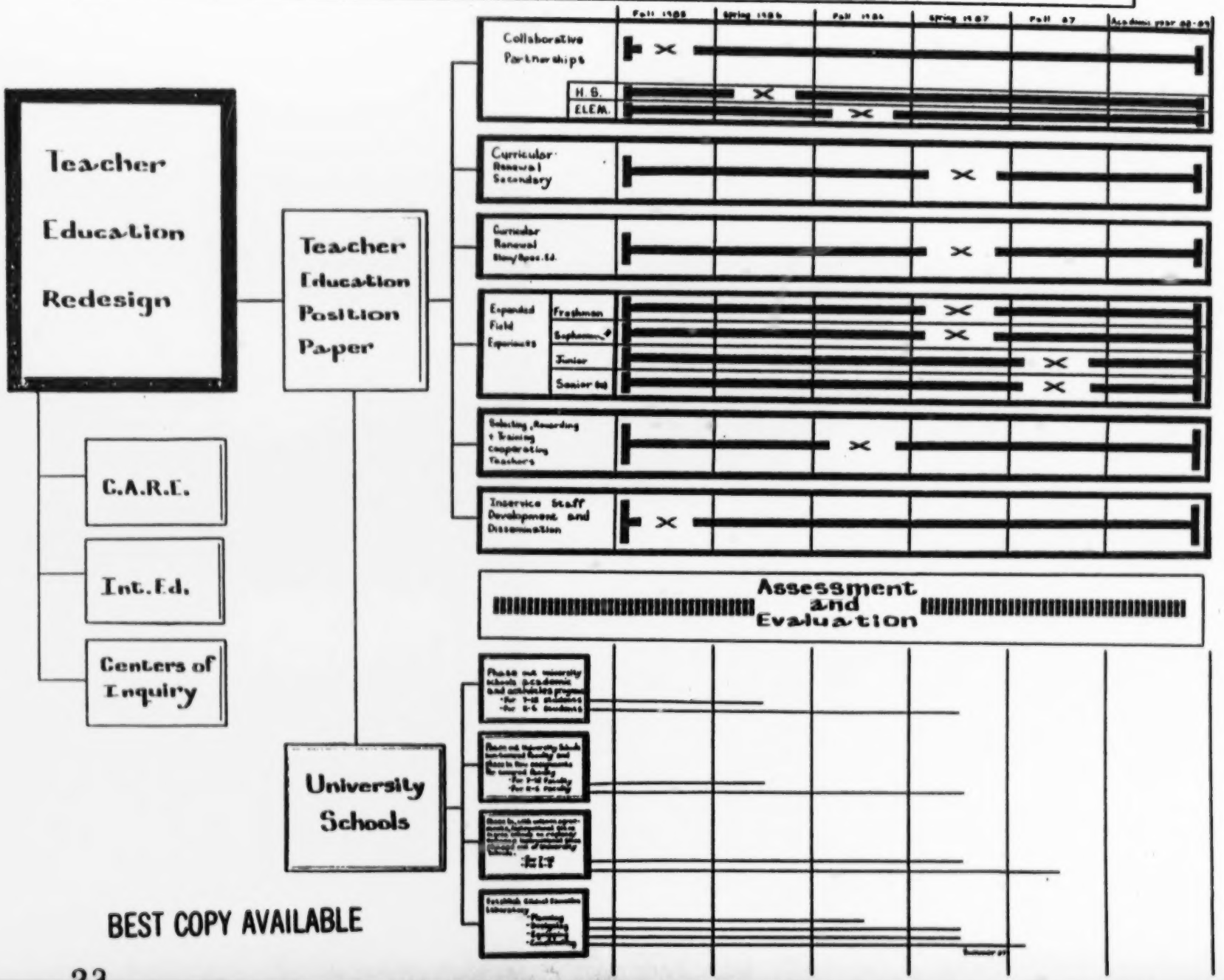
February

Topic/Activity	NCATE Redesign: A View from Washington
Presenter/Facilitator	Dr. Richard Kunkel Executive Director, NCATE

March, April, May

Topic/Activity	TBD
Presenter/Facilitator	TBD

Preliminary Action Plan For Teacher Education Redesign



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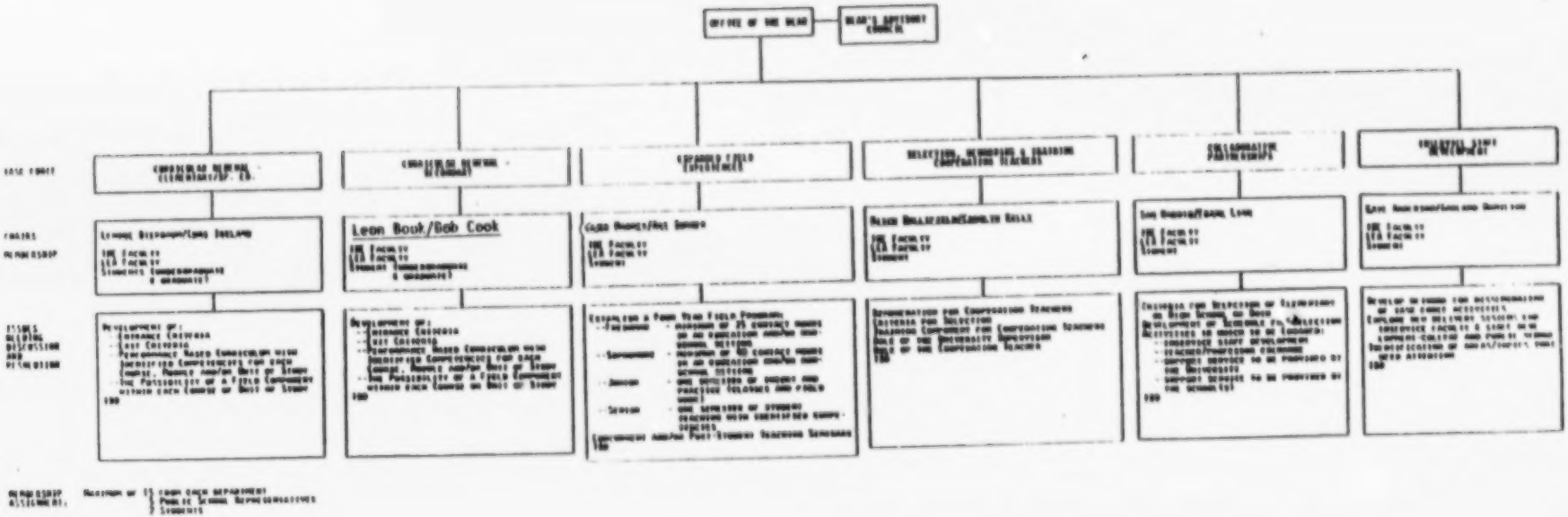

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